

## Barry M. Prizant, Ph.D., CCC-SLP

Director, Childhood Communication Services  
Adjunct Professor, Center for the Study of Human  
Development, Brown University, Providence, RI

Dr. Barry Prizant has more than 35 years experience as a clinical scholar, researcher, and international consultant to children and adults with problem behaviors and developmental challenges, including autism and related communication and developmental disabilities and their families. Barry has published more than 90 articles and chapters on pediatric communication disabilities, autism, and the relationship between emotional/behavioral disorders and communication disorders in children. From 1983-1990, Barry served as an Associate Professor in the Division of Child Psychiatry where he founded and developed the Communication Disorders Department at Bradley Hospital, a Brown University Medical School Children's Psychiatric Hospital. At the time, it was the first department of its kind in a pediatric psychiatric setting, leading to research and publications focusing on children with learning, developmental and emotional/behavioral challenges. Barry now serves on the advisory board of six professional journals, and has presented more than 500 seminars and numerous keynote addresses at national and international conferences. He is the editor of "Communication and Emotional-Behavioral Disorders in Children" (1990), co-editor of Autism spectrum disorders: A developmental, transactional perspective (Wetherby & Prizant, 2000) and the two volume manual, The SCERTS Model: A comprehensive educational approach for children with ASD (Prizant, Wetherby, Rubin, Laurent & Rydell, 2006). Barry has received numerous awards, as well as widespread recognition for his clinical and scholarly work, including the Princeton University-Eden Foundation Career Award "for improving the quality of life for individuals with autism." Barry is the Director of Childhood Communication Services, a private practice, and he consults to numerous school districts and families.

## Directions to the Carolina Club on UNC-CH

Campus at Stadium Dr. at Ridge Rd. Carolina Club, 919-962-1101

### Coming from Durham

Take 15-501 South by-pass; cross over the Hwy 54 bridge, at the second light turn right onto Manning Dr. Turn right at the first traffic light onto Ridge Rd. Turn left into the Ramshead Parking Deck.



### Coming from Pittsboro

Take 15-501 by-pass North. Turn left onto Manning Dr. then turn right at first traffic light onto Ridge Rd. Turn left into the Ramshead Parking Deck.

### Coming from Raleigh and RDU Airport

Take I-40 West to Exit 273A (Hwy 54 West/Dean Smith Center) toward Chapel Hill & UNC. Drive under the Hwy 15-501 bridge then turn left at the first light onto Country Club Rd. Take an immediate right-hand turn onto Ridge Rd. Go past Boshamer Baseball Stadium on your left and Stadium Dr. on your right. Pass the tunnel entrance then turn right into the Ramshead Parking Deck.

### Coming from Greensboro

Take I-40 East then take exit 273-A; turn right onto Hwy 54 West. Drive under the Hwy 15-501 Bridge then turn left at the first light onto Country Club Road. Take an immediate right onto Ridge Road. Go past Boshamer Baseball Stadium on your left and Stadium Drive on your right. Pass the tunnel entrance then turn right into Ramshead Parking Deck.



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## David E. Yoder Symposium at UNC-Chapel Hill



Join Dr. Barry Prizant at the  
**2009 David E. Yoder Symposium**  
in Chapel Hill  
on  
**March 6, 2009**



UNC  
Allied Health Sciences

# 2009 David E. Yoder Symposium: What's the Problem?

## Preventing Problem Behaviors In Children with Developmental Challenges

**Who:** Barry M. Prizant, Ph.D., CCC-SLP

**When:** Friday, March 6, 2009, 8:15 am to 5:00 pm

**Where:** The George Watts Hill Alumni Center  
Carolina Club, Chapel Hill (See directions on back.)

**Registration fee:** \$50 (See attached form.)

**Schedule:** 8:15 – 9:00 am—Registration and coffee

9:00 – 9:30 am—Presentation of The David E. and  
Dolores J. (Dee) Yoder Distinguished Professorship in  
Literacy and Disability Studies

9:30 – 11:30 am—Understand problem behavior

11:30 – 11:45 am—Break

11:45-12:45 pm—Round-Table discussions

12:45 – 2:30 pm—Causes and types of problem behavior

2:30 – 2:45 pm—Break

2:45 – 5:00 pm—Assessment and prevention strategies

5:00-6:00 pm—Reception

**Learning Objectives:** Upon completion of the symposium participants will be able to:

1. Explain an alternative emotional regulatory perspective to understanding problem behaviors in children with developmental disabilities
2. Describe assessment strategies that include, but go beyond determining the functions of problem behavior, by incorporating a “Bio-Psycho-Social” Perspective.
3. Discuss universal principles of preventing and responding to problem behavior.
4. List specific strategies to preventing and responding to problem behaviors.

### CEU CREDITS:

This course is offered for 0.7 ASHA CEUs (Intermediate level, Professional area).



**P**roblem behaviors in children with developmental challenges, such as communication disorders, learning disabilities and autism, remain one of the most difficult areas for practitioners and parents. When such patterns of behavior are present, they not only challenge parents and professionals, but prevent learning and participation in activities, and hinder the development of relationships with peers and adults. Progress has been made over the past two decades with the introduction of positive and preventive approaches to problem behavior. However, practices following a behavior management approach remain constrained, as they have not yet infused a developmental and relationship-based perspective that focuses on enhancing children's emotional regulatory abilities, and developing positive, trusting relationships with others. The most recent research in infant and child development and specific developmental disabilities such as autism, has documented the need to go beyond behaviorally-oriented approaches by incorporating developmental, emotional regulatory and relationship-based dimensions. In this workshop, a “Bio-Psycho-Social” perspective will be presented that considers the interaction of physiological issues, cognitive and social-environmental issues. Participants will learn about practical, respectful and innovative ways to assess, prevent and support a child with problem behaviors, and to design learning environments, supports and activities that support a child's ability to stay well-regulated emotionally, to maximize learning, social participation and relationships in everyday activities and routines.



**Intended audience:** Educators and therapists working with children in Early Intervention, preschool and school settings, parents, social workers, psychologists and administrators.

## I. Understanding Problem Behavior: Why the need for a different perspective?

- Attitudes and beliefs about Problem Behavior
- Emotional Regulation: Deepening our understanding of problem behavior
- Stress, arousal and Emotional Regulation
- A critical look at widely used behavior management practices:

## II. Causes and Types of Problem Behavior (PB)

- PB and communication limitations
- PB and coping
- PB and testing limits
- PB and sensory issues/arousal issues
- PB and interpersonal/learning environment issues

## III. What's the problem? Assessment strategies

- Communicative intent underlying problem behavior
- Documenting self and mutual regulatory strategies
- Documenting environmental influences
- Documenting interpersonal influences

## IV. Prevention Strategies and in the “Heat of the Moment” Strategies - Effective Ways to reduce or prevent problem behaviors

- Four Universal Rules for addressing Problem Behavior in Children
- Prevention Strategies
- “In the Heat of the Moment” Strategies
- From Behavior Plans to Emotional Regulation Plans

## About the David E. Yoder Symposium

The UNC-Chapel Hill Division of Speech of Hearing Sciences hosts Yoder Symposium every two years to honor Professor Emeritus David E. Yoder. Dr. Yoder recently retired as executive director of the Council for Allied Health in North Carolina. He was chair of the Department of Allied Health Sciences at the University of North Carolina at Chapel Hill from 1986-2000. In 1988 he and David Koppenhaver co-founded the Center for Literacy and Disability Studies. From 1968 to 1986 he was affiliated with the University of Wisconsin-Madison where he served as chairman of the Department of Communicative Disorders, head of the Communicative Disorders Section of the Waisman Center on Mental Retardation and Human Development, and Head of the Communication Aids and Systems Clinic. He held the title of Walker-Bascom Professor of Communicative Disorders in the Department of Communicative Disorders from 1980 to 1986.

Dr. Yoder received his education at Goshen (Indiana) College, from which he received the outstanding alumnus award in 1992, Northwestern University, and the University of Kansas. Dr. Yoder has authored numerous professional articles and book chapters in the area of language disorders with special needs populations. He served as the first journal editor for AAC (Augmentative and Alternative Communication). He has co-edited five books. He has presented over 500 research papers, professional workshops, and consultations nationwide as well as in Europe, Japan, Taiwan, the Soviet Union, and New Zealand. He has served on numerous committees and boards of the American Speech-Language-Hearing Association (ASHA), and served as the association's president in 1984. Dr. Yoder is a Fellow of the American Speech-Language-Hearing Association, in 1995 was awarded Honors of the association in 1995, and received life membership in 1999. He is a Fellow of the American Association on Mental Retardation and was awarded life membership in 1997 and is a fellow of the Association of Schools of Allied Health Professions. Dr. Yoder was the first president of the United States Society of Augmentative and Alternative Communication (USSAAC).



## David E.Yoder Symposium at UNC Chapel Hill Registration Form

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Organization: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

E-Mail: \_\_\_\_\_ Phone: \_\_\_\_\_

☐ By February 24: \$50, including morning coffee, break-time refreshments, and buffet lunch

☐ After February 24: \$75, including morning coffee, break-time refreshments, and buffet lunch

**Payment Method:** Check or Money Order

**Make Payable To:** UNC Speech and Hearing Sciences

**Complete this form and mail  
with payment to:**



**Please indicate** here any accessibility accomodation (s) (parking and other assistance) that are needed by 2/25/09: \_\_\_\_\_

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